

# MINNESOTA LUNCHPOWER GOALS

The goal of the Minnesota LunchPower Program is to offer appealing lunches to children in Minnesota that provide variety, balance and meet the nutrient standards consistent with The School Meals Initiative for Healthy Children published on June 13, 1995.

## DIETARY GUIDELINES AND NUTRITION STANDARDS

### Introduction

Critical to the success of the Minnesota LunchPower Program is a school administration and staff which recognizes the direct relationship between proper nutrition and the ability of a student to learn. Administration and staff, including food service staff, must share the belief that school nutrition programs are an integral part of the educational system and that meals eaten at school make a significant contribution to the health of school-age children. After acknowledging that diet is essential to the physical and educational well-being of children, children must be provided high quality nutritious foods that will enable them to maximize their potential and live longer, healthier, and more productive lives. Good nutrition is more than having enough food. It means eating the right balance of foods with the right amounts of nutrients. The Dietary Guidelines and food guide pyramid provide the roadmap for doing this.

Students, parents, and the community must also recognize the importance of nutrition in the learning process. Getting the nutrition message across to students must be a combined effort of food service staff, teachers, and parents. This is the philosophy of Team Nutrition. Team Nutrition is based on innovative partnerships with hundreds of community stakeholders who give their time and resources to motivate children to eat more healthfully.

### **1. Offer a Variety of Foods**

The best way to obtain the more than 40 nutrients needed for good health is to consume a variety of foods from each of the major food groups - vegetables and fruits; breads and cereals; milk; and meat, poultry and fish. There are no “good” or “bad” foods - “any food which supplies calories and nutrients can be a part of a nutritious diet.” The content of the diet over a period of time, not just one meal or one day, is what counts.

### **2. Serve Meals that Help Maintain a Healthy Body and Weight**

What is a healthy weight? Whether weight is “healthy” depends on several factors such as how much of the weight is fat, where it is located, etc. Researchers are trying to develop more precise ways to describe healthy weight.

Overweight occurs as a result of eating too many calories, and/or from too little exercise. Likewise, underweight occurs when too few calories are consumed to meet

basic metabolic and activity needs. Children must receive sufficient calories to develop to their full physical and intellectual potential. According to the Recommended Dietary Allowances (RDAs) 10th edition, children's (4 years to 10 years of age) daily energy needs, range from 1800 to 3000 calories depending on specific age and sex. Therefore, 600-1000 calories or an average of around 700 calories should be planned for a lunch which provides 1/3 of the daily requirements.

Fat, carbohydrate, and protein contribute calories to the diet. Fat contains nine calories per gram and carbohydrate and protein each contain four calories per gram.

### **3. Offer Meals Low in Fat, Saturated Fat, and Cholesterol**

Thirty percent or less of calories consumed should come from fat and no more than 10% of these from saturated fat. These percentages should be figured over several days, not for an individual food or meal. For most children and adults this means reducing the amount of fat normally consumed. If the amount of fat consumed is decreased, more carbohydrate and protein are needed to fulfill the calorie requirements. This usually requires a larger volume of food to be consumed since fat has over twice as many calories as carbohydrate and protein. For children this becomes a challenge since children can only consume a limited volume of food.

The Dietary Guidelines provide no level of cholesterol intake for children. The National Cholesterol Education Program sponsored by the National Heart, Lung, and Blood Institute, recommends that the children eat less than 300 milligrams of dietary cholesterol per day.

### **4. Serve Plenty of Vegetables, Fruits and Grain Products**

Vegetables, fruits and grain products are an important part of a varied diet for they contain complex carbohydrates, dietary fiber and other nutrients. Most contain little or no fat. The suggested daily intake of these items has been increased for adults - fruits and vegetables increased from four servings to five servings per day and grain products increased from four servings to at least six to eleven servings per day. Likewise the Guidelines suggest that children be encouraged to eat plenty of these foods. The complex carbohydrate calories obtained from eating more of these foods will help compensate for the decrease in calories associated with the lower fat and sugar intake recommended in guidelines 3 and 5.

There is no quantitative recommendation for fiber for children. The average American gets about 10-20 grams of fiber a day; less than an ounce. Many experts recommend between 30 and 40 grams daily. A new recommendation from the American Health Foundation (AHF) proposes that a reasonable goal for dietary fiber intake during childhood and adolescence may be approximately equivalent to the age of the child plus five grams per day.

## **5. Use Sugars only in Moderation**

Sugars are found in foods such as milk, fruit, grain products and some vegetables. These foods contain many essential nutrients, as well as sugar, and are always included in a balanced diet. However many foods high in sugar contain few nutrients. A food is likely to be high in sugar and limited in nutrients if its ingredient list shows a sugar or group of sugars first. When reading labels the following terms mean that a product contains sugar:

brown sugar	lactose
corn sweetener	maltose
corn syrup	molasses
fructose	sucrose (table sugar)
honey	syrup

Foods containing these items should be eaten less frequently. The level of sugar consumed is dependent on caloric need of the individual. There is no quantitative recommendation for sugar intake for children.

## **6. Use Salt and Sodium in Moderation**

No specific requirement has been set in the Dietary Guidelines for the sodium content of meals served, but moderation is suggested. The estimated minimum requirement for children 7-19 years is 300-500 milligrams daily. The Food and Nutrition Board, National Academy of Science Research Council, who established the RDAs, have recommended a safe and adequate range of sodium intake for healthy adults at 1,000 to 3,000 milligrams of sodium per day. The major sources of sodium in the diet are salt (sodium chloride) and manufactured and processed items.

## **7. Promote an Alcohol and Drug-Free Lifestyle**

Alcoholic beverages supply calories but little or no nutrients. Their consumption is not recommended. Use of alcoholic beverages by children and adolescents involves risks to health and other serious problems.

### **Why the Dietary Guidelines?**

Studies have demonstrated a strong relationship between food, nutrition, wellness and learning. Learning depends on the existence of sound physical and neurological base, therefore food and nutrition education provided in the school environment should reflect the latest recommendations for a healthful diet. Meals served need to keep pace with changing nutrition needs of children.

School lunches have been the target of much criticism in the media because of their high fat content - either perceived or real. Studies have shown that children's fat, saturated fat, cholesterol and sodium intakes exceed the current recommended levels while fiber and complex carbohydrate intakes are below recommended levels. Evidence indicates diets with

these characteristics increase the likelihood of heart disease in later life. Providing meals following the Dietary Guidelines and teaching students how to make informed food choices should help reduce the risk of obesity, heart disease, hypertension and cancer in adulthood. Risk factors for these diseases are linked to lifestyles - chiefly eating and exercise behavior. Studies show health-risk eating behavior to begin as early as infancy. Development of lifelong, healthy eating habits through education and positive eating experiences must begin at an early age. Research has also shown that habits established during childhood persist into adulthood. The school has a responsibility to assist children in establishing healthful eating habits.

### **How Would The Dietary Guidelines Be Implemented?**

The Dietary Guidelines can be used with the USDA National School Lunch and School Breakfast meal patterns. Many food service directors have already reduced the fat, sodium and sugar in foods offered and increased the fiber and complex carbohydrates. But few directors have the resources needed to determine if these reductions provide menus meeting the nutrient levels recommended in the Dietary Guidelines. Information provided through the Minnesota LunchPower Program (MLP) will enable a food service employee to determine exactly how meals offered measure up to the Dietary Guidelines.

The number of menus and a la carte items offered in MLP is unlimited. Choices, either in menus or components within a menu are recommended. The number of choices made available will vary from school to school. Limited choices are recommended in elementary schools and a greater number in high schools. Choices need not be of comparable nutritional value.

Nutrition education is critical to making healthy choices. Students, through information received in the cafeteria and classroom instruction, must have the knowledge necessary to make informed choices and to recognize that a variety of options to sound nutrition exist. When choices are available, the student is responsible for the nutritional composition of choices made. For additional nutrition education and marketing suggestions see Marketing Dietary Guidelines (Section IV).

# **MENU PLANNING OPTIONS UNDER THE NEW REGULATIONS**

The U.S. Department of Agriculture's (USDA) new regulations for the National School Lunch Program and the School Breakfast Program, "School Meals Initiative for Healthy Children", go into effect for the 1996-97 school year. The goal of the new regulations is to improve the health of school children by ensuring that school meals meet certain nutrition standards and the Dietary Guidelines for Americans. In the new regulations, there are several options available to schools for menu planning:

## **1. Nutrient Standard Menu Planning (NuMenus) Option**

The school food authority conducts computerized nutrient analysis, with an approved software showing that the week's meals, on average, meet specific nutritional standards for a set of key nutrients. (See Nutrition Standards in School Meals Programs p. 8). The school food authority is not restricted to following a meal pattern.

## **2. Assisted NuMenus Option**

This is the same method as NuMenus, except that the school food authority arranges for another school, organization, or consultant to develop menus, procurement specifications, and preparation methods in addition to conducting the nutritional analysis.

## **3. Food-Based Option (Enhanced)**

The school food authority continues to use a meal pattern, but it is an enhancement to the previous meal pattern used in the 1995-96 school year. The noticeable revisions to the enhanced food-based meal plan are increased quantities for the Grains/Breads and Fruits/Vegetables components.

## **4. Food-Based Option (Traditional)**

The school food authority could continue to use the meal pattern in effect during the 1994-95 school year. Continued use of the 1994-95 meal pattern requires planning and preparing meals that meet the Dietary Guidelines and specific nutrition standards.

For both enhanced and traditional food-based options (3 and 4), computerized nutrient analysis is not required, however, the Minnesota Department of Children, Families and Learning would conduct an analysis at the time of an administrative review. Records such as menus, recipes, food production records, product specification and preparation information must be collected to facilitate nutrition compliance requirements.

# UNDERSTANDING NUTRIENT STANDARDS

## **What are the nutrition standards for school meals?**

School lunches must provide one-third of the Recommended Dietary Allowances (RDA) for **protein, calcium, iron, vitamin A and vitamin C** and one-third of the Recommended Energy Intake (REI) for **calories** over a week's cycle of menus. School breakfasts must provide one-fourth of the RDA and REI. In addition, school meals must comply with the applicable recommendations of the most current *Dietary Guidelines for Americans*, including limits on **fat (30 percent of total calories)** and **saturated fat (less than 10 percent of total calories)**. Different meal planning options are available to help schools meet these nutrition standards.

## **How do the new standards differ from the previous requirements?**

Traditionally, school lunches were intended to address problems stemming from under consumption of nutrients. Lunches were designed so that the nutrients, averaged over a period of time, would approximate one-third of the Recommended Dietary Allowances (RDA) for children. No specific regulatory standard existed for breakfasts, but the general goal was one-fourth of the RDA.

Current nutrition research has established that over consumption of certain dietary components such as cholesterol, fat and saturated fat can also have severe consequences for future health and well-being. Therefore, USDA updated the nutrition standards to include compliance with the recommendations for the Dietary Guidelines. This updating constitutes the first major overhaul of nutrition standards in the nearly 50 year life of the School Lunch Program and will place the program at the center of preventive health care for children.

## **Why didn't USDA establish specific levels for sodium, cholesterol, and dietary fiber?**

USDA did not establish quantified standards in these areas because the Dietary Guidelines do not do so. If future revisions in the Guidelines establish numeric targets, the nutrition standards for school meals will also be changed. The new regulations do require schools to review the sodium, cholesterol and dietary fiber content of their meals and make improvements when necessary.

## **Why didn't USDA include such nutrients as niacin, thiamin, riboflavin and other nutrients for which RDAs exist in the standards?**

The five nutrients included in the standards were chosen because they are the key nutrients that promote growth and development. They are consistent with those required by the Food and Drug Administration to be on nutrition labels and, therefore, can easily be identified by menu planners. It should be noted, however, that many of the nutrients that are not being tracked tend to travel with those that are. As long as a variety of foods that deliver the required nutrients are being served, the others are likely to be available in adequate amounts.

## Why are the nutrient levels and portion requirements for children in grades K-6 different from those used for grades 7-12?

USDA adopted two grade groupings because older children need a higher level of nutrients and calories than younger children. Therefore, both nutrient standard menu planning and the food based menu planning system were structured to require higher levels of nutrients for children in grades 7-12. While some schools will have grade structures different from K-6 and 7-12, the new age/grade groupings may conform more closely to the standard structures of elementary and secondary schools than do the groupings in the current meal pattern. An optional grade grouping of K - 3 was also recommended. Schools electing to use NuMenus are also encouraged to employ an optional set of age groupings within the two required groups in order to fine tune the nutrition requirements for all children. Proper portion control helps avoid excessive fat in the diets of young children while ensuring adequate energy in the diets of older students.

Different menu planning options allow schools a range of methods for meeting the revised nutrition standards. Each option has its own distinct advantages. How important these advantages are depends on the nature of the school and its meal service.

School districts can choose more than one menu planning system if the needs of schools within the district vary. If additional systems are approved, school nutrition personnel will be advised. Foods are not labeled “good” and “bad”. **All foods, can be included in a nutritious menu planned around the Dietary Guidelines; the nutritional quality of a diet is not defined by any single food or meal, but by what is eaten over time.** For many children school meals make a significant contribution to their total day’s nutrient intake.

The calorie and nutrient needs of children vary by their sex, age, size, and activity level. The calorie standards for breakfast and lunch are estimates of the minimum energy needed. But some children, especially older males, may require considerably more than the minimum. Children who are large for their age or more active also need more calories. Menu planners should adjust the amounts of foods served to provide for the calorie needs of all children.

### Required Grade Nutrient Standards - Food Based Menu Planning - Lunch\*\*

Calorie and Nutrient Levels for School Lunch (school week averages)				
	Preschool	Grades K-6	Grades 7-12	Grades K-3 Option
Energy Allowance (calories)	517	664	825	633
Total fat (g) <sup>3</sup>	17 <sup>1</sup>	22 <sup>1</sup>	28 <sup>1</sup>	21 <sup>1</sup>
Total saturated fat (g) <sup>3</sup>	6 <sup>2</sup>	7 <sup>2</sup>	9 <sup>2</sup>	7 <sup>2</sup>
Protein (g)	7	10	16	9
Calcium (mg)	267	286	400	267
Iron (mg)	3.3	3.5	4.5	3.3
Vitamin A (RE)	150	224	300	200
Vitamin C (mg)	14	15	18	15

1 Total fat not to exceed 30 percent over a school week

2 Saturated fat to be less than 10 percent over a school week

3 The grams of fat will vary depending on actual level of calories

### Required Grade Nutrient Standards - Food Based Menu Planning - Breakfast\*\*

Calorie and Nutrient Levels for School Breakfast (school week averages)			
	Preschool	Grades K - 12	Grades 7-12 Option
Energy Allowance (calories)	388	554	618
Total fat (g) <sup>3</sup>	13 <sup>1</sup>	18 <sup>1</sup>	21 <sup>1</sup>
Total saturated fat (g) <sup>3</sup>	4 <sup>2</sup>	6 <sup>2</sup>	7 <sup>2</sup>
Protein (g)	5	10	12
Calcium (mg)	200	257	300
Iron (mg)	2.5	3.0	3.4
Vitamin A (RE)	113	197	225
Vitamin C (mg)	11	13	14

1 Total fat not to exceed 30 percent over a school week

2 Saturated fat to be less than 10 percent over a school week

3 The grams of fat will vary depending on actual level of calories

### Required Grade Groups

The grade groups for the meal plans for Food Based Menus are:

#### Lunch

- Ages 1-2
- Preschool
- Grades K-6

12

- Grades 7-12
- Plus optional group for grades K-3

#### Breakfast

- Preschool
- Grades K-12
- Plus optional standard for grades 7-

\*\*From USDA Healthy School Meals Training





# MODIFICATION OF MENUS AND RECIPES

Food service personnel need to become familiar with recipe modification, comparative purchasing and nutritional analysis in order to plan, purchase, prepare, serve, and offer foods and menus consistent with the Dietary Guidelines and the nutrition goal of MLP. Changes in menus will need to be made over time. Changes must be practical and acceptable. The starting point is the menu presently being used. Six steps recommended for food service directors and managers to take to implement the Dietary Guidelines in meals served at school are:

## **STEP 1: REVIEW MENU TO IDENTIFY PURCHASED AND SCHOOL MADE ITEMS**

Begin by reviewing your school lunch menus served for the past few months. Make a list of items served. Separate items into purchased and school made. Group purchased and school made items by school lunch component. Include USDA donated foods with purchased foods; label them FDP (Food Distribution Program).

## **STEP 2: OBTAIN NUTRITION INFORMATION FOR PURCHASED MENU ITEMS**

Before menus meeting the Dietary Guidelines can be planned, nutrition information of each product purchased must be known. A Vendor Product Nutrition Information form on which to record this information by category of food is provided on the following page.

- A. Check the items for which you will need to obtain nutrition information. Obtain the nutrition information for these items either from product specification sheets or from the vendor/manufacturer. (A sample letter and form to send to vendors is in the Appendix Section) You will need the following information:

- |   |                                      |
|---|--------------------------------------|
| 1. Product Name                         | 11. % Change in Moisture             |
| 2. Brand                                | 12. <u>Serving size</u>              |
| 3. Code Number                          | 13. <u>Calories (kcal)</u>           |
| 4. <u>Contribution to Meal Pattern*</u> | 14. Carbohydrates (g)                |
| 5. <u>Protein (g)</u>                   | 15. <u>Saturated Fat (g)</u>         |
| 6. <u>Total Fat (g)</u>                 | 16. Iron (mg)                        |
| 7. Cholesterol (mg)                     | 17. Vitamin A (IU) or (RE)           |
| 8. <u>Sodium (mg)</u>                   | 18. Calcium (mg)                     |
| 9. Vitamin C (mg)                       | 19. % Change in Fat                  |
| 10. Total Dietary Fiber (g)             | 20. <u>Grams of sugar and starch</u> |

\* Used for Food Based Menu Planning System

## VENDOR PRODUCT NUTRITION INFORMATION

Product Name	Brand/Code Vendor Number	Serving Size	Contribution Toward Meal Pattern	KCAL	Pro Gms	Total Fat Grams	Carb Grms	Fib	NA Mg	Sat Fat Grms	Chol Mg	Sgr Gms	Strch Gms

All of these nutrients except protein are identified in the Dietary Guidelines. At this time, obtain as a minimum the 8 items underlined. The rest of the information can be obtained at a later date as it becomes available.

B. Analyze vendor product nutrient information and organize information by fat content. Suggestions are given below to assist in the organization.

1. Meat/Meat Alternate

- a. Divide into 3 groups on the basis of grams of fat per serving (0-5 grams, 6-13 grams, 14 grams and above).
- b. Keep like items within each food group from various vendors together in descending order of fat content (all pizzas, chicken patties, cheese, etc.).
- c. Rank each food group in each meal component from high to low fat content.

2. Fruit/Vegetable

- a. Keep like potato items (French fries, hash browns, whipped potatoes, etc.) together in descending order of fat content.
- b. Consider fruit and vegetable items to which no ingredient containing fat has been added as 'fat free'.

3. Grains/Breads

- a. Divide into food groups keeping like items together (crackers, bagels, etc.).
- b. Rank from high to low fat content within each grouping.
- c. Desserts that can be creditable as grains/breads can be included in this section as well.

4. Milk

While USDA regulations require that a variety of fluid milk be offered for lunch, encourage children to consume skim milk or low fat milk. 1% milk contains 2.5 grams fat per half pint and 2% milk contains 5 grams fat per half pint.

5. Other

- a. Divide other foods served into various categories such as desserts, condiments, dressings, etc.
- b. Keep like items within each of these categories together (puddings, cookies, sherbets, etc.)
- c. Rank from high to low fat content within each grouping of each category.

### **STEP 3:      MODIFY RECIPES AND CALCULATE NUTRIENT INFORMATION**

#### **A.      Modify Recipes**

This recipe modifying step is not necessary if the only recipes used are already modified, such as recipes included in this manual. Other recipes that have been modified are from A Tool Kit for Healthy School Meals from USDA, LunchPower, American Heart Association, etc. No doubt there will be a limited number of recipes, unique to each school, that one will want to use. The nutrient content of every school made menu item used must be known. Before calculating the nutrient content of a school's recipe, review the recipe to see if any of the following modifications can be made to reduce fat, sodium and sugar and increase fiber.

#### **MEAT/MEAT ALTERNATE**

##### **Eliminate:**

- added butter, oil and margarine.
- skin from chicken before cooking.
- frying of chicken and other meats.

##### **Reduce:**

- the amount of salt in recipes by half.
- the amount of salt by using lower salt ingredients such as low salt bouillon base and seasonings.
- the fat in cooked meat by baking, oven frying, steaming and broiling rather than frying.
- grease from all cooked meats by draining thoroughly.
- the fat in soups and stews by refrigerating and skimming the solidified fat.
- the mayonnaise in recipes by 1/3 or 1/2.
- the amount of cheese in a ham or turkey and cheese sandwich to 1/2 ounce and increase the meat to 1 1/2 ounces.

##### **Substitute:**

- plain, low-fat yogurt for 1/2 of mayonnaise or salad dressing.
- herbs, spices, garlic powder or onion powder for salt, onion salt and garlic salt.
- salt-free seasoning mixes for seasoning mixes containing high levels of sodium.
- vegetables such as lettuce, tomato, sprouts or cucumbers on sandwiches in place of butter, mayonnaise or salad dressing.
- part-skim Mozzarella cheese or reduced fat cheddar cheese for at least one-half of the Cheddar Cheese or American Cheese in recipe or sandwich.
- 15-20 percent fat ground beef for a higher fat ground beef in all recipes.
- lower grades of meat for prime grades.

**Add:**

- oatmeal, bulger or pureed beans to entree recipes such as meat sauces, chili, tacos or meat loaf to increase fiber.
- soy concentrate to entree recipes with ground beef.
- more dried peas and beans such as garbanzo beans, Great Northern beans, kidney beans, lima beans, mung beans, navy beans, pinto beans, blackeye peas and split peas to menu items.
- use fish, poultry, yogurt, or dried peas and beans as a protein.

**FRUIT/VEGETABLES**

**Eliminate:**

- added butter, oil, margarine and salt.
- frying French fries, tator tots and hash browns.
- high salt seasonings and use Minnesota LunchPower (MLP) seasonings instead.

**Reduce:**

- the oil in mayonnaise recipes.
- the number of times sweet desserts are served.
- the amount of salt in school-made soups by at least 1/2.
- serving portions of salad dressings to 1 Tbsp.

**Substitute:**

- light mayonnaise or salad dressing for mayonnaise.
- plain, lowfat yogurt or buttermilk in salads and salad dressings for part of mayonnaise.
- MLP salad dressing or other low-fat salad dressing for regular salad dressing.
- lowfat cottage cheese, yogurt or yogurt mixed with sour cream for sour cream and cheese sauce.
- oven frying for French frying.
- fries with peels for those without peels.
- frozen and fresh vegetables for canned.

**Add:**

- pureed cooked dried peas and beans to soups.

**GRAINS/BREADS**

**Eliminate:**

- spreading butter or margarine on breads or rolls before serving.
- oil and salt from water when cooking noodles, pasta or rice.

**Reduce:**

- the fat, oils and salt in quick bread recipes by 1/4 and continue to reduce over time.

**Substitute:**

- whole grain breads and muffins for croissants and doughnuts.
- lower fat and sodium crackers for higher fat and sodium crackers.
- egg whites or water for butter when moistening yeast products before baking.
- whole grain bread for white bread.
- one slice of white bread in a sandwich for a slice of whole grain bread.
- whole grain flour for half the amount of white flour in quick breads and cookies.
- applesauce or prune puree for butter or oil in quick breads, brownies, cookie recipes.

**MILK**

**Substitute:**

- 2%, 1%, skim milk, or flavored skim for whole milk.

**OTHER FOODS**

**Eliminate:**

- or reduce the amount of butter and margarine available to students at the table and serving counter.
- student access to salt shakers.

**Reduce:**

- the amount of oil, butter, shortening or margarine in dessert recipes by 10 to 15 percent over time.
- the salt in recipes by 1/4 or 1/3 and continue to gradually reduce further over time.
- the portion size of dessert items.
- the amount of and the frequency with which jams, jellies and syrups are offered.
- the amount of soy sauce and barbecue sauce offered.
- the frequency with which sugars including raw, white, brown, powdered, honey and syrups are offered.
- use nonstick vegetable sprays to reduce added fat when baking.

**Substitute:**

- egg whites for frozen whole eggs.
- skim milk for whole milk or cream.
- ice milk, lowfat frozen yogurt, frozen juice bars or sherbet for ice cream.
- vanilla wafers or graham crackers for high fat and high sugar cookies.
- powdered sugar or fruit toppings for frostings on cake.
- unsaturated oils for saturated shortenings when baking.
- water, low sodium beef base, and seasonings for pan drippings when making gravy. Use the MLP gravy recipe in the recipe section.
- applesauce or prune puree for part of solid shortening in recipes.

Utilizing the former suggestions, review each school made recipe and make modifications. After modifying, test each recipe for quality, acceptability, yield and serving size.



Remember, a recipe includes all ingredients and toppings. For example a sandwich recipe would include all condiments that are served with every sandwich. Recipes are needed for every menu item including sandwiches, salads, etc., in order to complete a nutritional analysis.

The suggestions given above have been utilized to modify the following Spaghetti Sauce recipe.

### **SPAGHETTI SAUCE**

100 Servings - 2 ounce M/MA and 5/8 CUP V/F

#### **Original Ingredients**

#### **MLP Modification**

12 lb. 20/80 Ground Beef, drained	Drain Thoroughly
5 1/3 oz. Onions, dehydrated	No change/or consider fresh
1/2 c. Garlic Powder	No change
4 tsp. White Pepper	No change
3/8 c. beef Bouillon	Substitute low sodium beef base
1 1/4 c. Brown Sugar	Cut to 3/8 cup
2-#10 cans Tomatoes, chopped	No change
1-#10 can Tomato Paste	No change
3-1/2 Tbs. Chili Powder	No change
3-1/2 Tbs. Oregano	No change/or consider fresh
3-1/2 Tbs. Parsley Flakes	No change/or consider fresh
5 Tbs. Salt	Cut to 2 Tbs. and 2 Tsp.
3 1/2 Tbs. Ground Basil	No change/or consider fresh
6 lb. American Cheese, shredded	Cut to 3 lb. American Cheese and 3 lb. Mozzarella Cheese or consider reduced fat cheese

#### **YIELD** 100 servings

Calories	272.77 per serving	Calories	245.55 per serving
Fat	16.82 grams per serving	Fat	14.48 grams
per serving			
Sodium	629.77 mg. per serving	Sodium	454.81 mg. per serving

## RECIPE MODIFICATION

### Chiliburger

Original Ingredient	LUNCHPOWER! Modification
2 cups oil	Omit
90 lb. ground beef	Brown and drain thoroughly
40 lb. ground pork	Brown and drain thoroughly
1 qt. dehydrated onions	No change or consider fresh
10 lb. diced celery	No change
1/4 cup celery seed	No change
3 cups brown sugar	2 cups brown sugar
3 cups mustard	No change
1-1/2 cups salt	Reduce to 3/4 cup salt
1/3 cup garlic powder	No change or consider fresh
1/3 cup pepper	No change
1/3 cup paprika	No change
2-3/4 cups chili powder	No change
3 cups vinegar	No change
6 qt. catsup	No change
6 - #10 cans tomato paste	No change
750 - 2 oz. white buns	Change to 2 oz. multi-grain or whole wheat buns
<b>Yield:</b> ----- 750 servings	<b>Yield:</b> ----- 750 servings
<b>Calories per serving:</b> ----- 372.86	<b>Calories per serving:</b> ----- 232
<b>Serving Size:</b> ----- #12 scoop	<b>Serving Size:</b> ----- #12 scoop
<b>Fat:</b> ----- 15.19 grams per serving	<b>Fat:</b> ----- 13.26 grams per serving
<b>Sodium:</b> ----- 674.02 mg per serving	<b>Sodium:</b> ----- 294 mg per serving

## B Calculate Nutrient Information

Calculate the nutrient content of the modified/tested recipes and enter on the District Recipe Nutrition Information form. Organize recipes on this form by component, food grouping and fat content as previously discussed under Step 2B. One of several methods may be used to determine the nutritional value of each recipe.

### 1. Manual

Use Food Composition Tables such as Handbook 8 Trimming the Fat by Associated Milk Producers Inc., or Food Values of Portions Commonly Used by Jean A. T. Pennington.

### 2. Computer

Use any approved USDA Nutritional Analysis Software program such as NutriKids, Horizon, Snap, etc. At this time of print many software programs have been approved by USDA. The “Sante” software program although not USDA approved, can be used to obtain a reasonable nutritional analysis of your menu, although some nutrient values may be missing for some vendor products and recipes. (NutriKids analysis software program was used to calculate the nutrient composition of the recipes in this Manual.)

### 3. Nutrition Coordinating Center (NCC)

NCC will analyze individual recipes for a fee.

University of Minnesota  
Room 310, 221 University Avenue S.E.  
Minneapolis, MN 55455  
(612) 627-4862

### 4. Registered or Licensed Dietitian or Home Economist

In your community that might be employed by Cooperative Extension, a local hospital, or self employed.

## STEP 4: PURCHASE NEW PRODUCTS AND DEVELOP NEW RECIPES TO MEET MLP GC

The degree to which new products will need to be purchased is dependent on the steps already taken to reduce fat, sodium, and sugar and increase fiber in lunches served. Efforts have been made by USDA to purchase lower fat dairy and meat commodities, whole grains and more fresh fruit. Searching for lower fat, sodium, and sugar products to purchase is an ongoing process. Purchasing reduced-fat or reduced-

cholesterol products can be a help in effectively implementing the Dietary Guidelines.  
When purchasing:

- A. Ask and demand that vendors provide cholesterol, fat, saturated fat, carbohydrate and fiber information on all products offered. Never purchase an item without knowing its fat, sodium and caloric value.
- B. Compare fat and sodium levels of a menu item from vendor to vendor and make purchases based on nutrient composition.

Chicken Pattie (Brand X) 6333V 3 oz. = 2 oz. M/MA		Chicken Breast Pattie (Brand Y) 376 3.34 oz. = 2 oz. M/MA & 1 G/B	
Calories	246 kcal	Calories	200
Fat	12	kcal	
grams		Fat	10
Sodium	360 mg	grams	
		Sodium	440 mg

- Which chicken patty has the most grams of fat? \_\_\_\_\_
- Which chicken patty has the lowest percent of calories from fat?  
\_\_\_\_\_

To Calculate:

- Chicken Pattie X  
 $\frac{12 \text{ grams of fat} \times 9 \text{ calories per gram}}{246 \text{ total calories}} = \frac{108}{246} = 44\%$  calories from fat;
- Chicken Pattie Y  
 $\frac{\text{grams of fat} \times 9 \text{ calories per gram}}{\text{total calories}} = \frac{\text{grams of fat} \times 9}{440}$  calories from fat;

- Which product as purchased has the highest % of fat by raw weight?  
\_\_\_\_\_ (1 ounce = 28.3 grams)

To calculate:

- Chicken Pattie X  
 $3 \text{ oz. Chicken patty} \times 28.3 \text{ grams} = 84.9 \text{ grams};$   
 $\frac{12 \text{ grams fat}}{84.9} = 14\%$  fat by weight.
- Chicken Pattie Y.  
 $3.34 \text{ oz Breast pattie} \times 28.3 \text{ grams} = 94.5 \text{ grams};$   
 $\frac{10 \text{ grams fat}}{94.5} = 10.6\%$  fat by weight.

4. When making a decision on which product to purchase consider total fat as well as % of fat calories. Which product would you purchase? Why?

- C. Know what processing of a product has taken place prior to purchase which affects nutrients of concern. Example: French fries and other potato products, if fried prior to purchase, determine if they were fried in vegetable oil instead of a mixture of beef tallow and vegetable oil. Purchase the lower saturated fat product.
- D. Taste-test every item for student acceptability before making it a permanent menu item. It may take children, especially young children, several tries to accept new items.
- E. Rewrite specifications for products so as to meet the Dietary Guidelines.
- F. Ask vendors/manufacturers to develop products to meet your specifications. Require the food industry to increase efforts to design, modify and provide products enabling schools to meet the Dietary Guidelines.

## **STEP 5: PLAN A CYCLE MENU MEETING DIETARY GUIDELINES**

Two cycle menus (four week cycles) meeting the USDA meal pattern requirements as well as the nutrient goal of MLP can be planned from the sample menu cycles provided in Appendix. The daily nutritional data as well as the 20 day average nutrition information is also provided.

The success of any school lunch program is dependent on the menu offered. Items offered must be familiar foods modified so as to create very little change in appearance and taste. Changes made to the existing menu must be gradual, realistic and positive. Begin by:

- A. Planning the Menu
  - 1. Determine the meat/meat alternate item for each day of the month. The frequency with which entrees containing 11-14 and 15-20 grams of fat are offered will depend on how often entrees from the 0-5, or 6-10 grams groups are offered. A suggested frequency is:
    - 0-5 grams fat, offer 1 day in 4 week cycle
    - 0-10 grams fat, offer 8 days in 4 week cycle
    - 11-14 grams fat, offer 9 days in 4 week cycle
    - 15-20 grams fat, offer 2 days in 4 week cycle
  - 2. Identify the fruit/vegetable, grains/bread, and milk items needed to complete the meal component requirements. For lunches having an entree with high fat levels select a fruit/vegetable and grains/bread component low in fat. Complete the calorie, fat and sodium value for each of these items.

3. Add other items to complete the menu. The kind of other items added to the menu will depend on the grams of fat, milligrams of sodium and calories already planned for each day's menu.

B. Determine the Daily Average of Calories, Fat and Sodium.

1. Total the number of calories, grams of fat and milligrams of sodium for all items for each lunch.
2. Add the grams of fat and calorie totals for every day of the month together. Convert grams of fat to calories by multiplying by 9. Determine the percentage of calories from fat calories by dividing fat calories by the total calories. Check to insure that the monthly percent of calories from fat is 30 percent or less and the calorie level is between 600 and 800. If not, add more menu items that increase calories without increasing fat or substitute lower fat entrees, bread, and potato items for lower fat items.
3. Total the milligrams of sodium for each day. Determine the daily average for the month.

To simplify the process of planning menus having a minimum of 30% of calories from fat use the following Simplified Plan for Planning a 4 Week Cycle Menu.

This Simplified Plan is based on each menu component/food item having an average level of fat as given:

<u>Food Component</u>	<u>Grams of Fat</u>
Meat/Meat Alternate	13 grams
Potato	5 grams
Fruit/Vegetables	0 grams
Bread	3 grams
Milk, skim	0 grams
Dessert	<u>4 grams</u>
<b>TOTAL</b>	25 grams



### **Simplified Plan for Planning a 4 Week Cycle Menu**

1. Meat/Meat Alternate - offer an entree containing:

0-5 grams fat	1 day	
6-10 grams fat		8 days
11-14 grams fat	9 days	
15-20 grams fat	2 days	
2. Fruit/Vegetable - offer Potatoes 3 times a week  
2-3 fruits and/or Vegetables 2-3 per day
3. Grains/Breads - offer an Average  
of 2-3 servings per day
4. Desserts - offer  
2-3 per week (grain based desserts can contribute  
to the grains/breads component)
5. Skim milk daily

An average of 20-25 grams of fat per lunch is a 'ballpark' figure to use when roughing in the menu. Menus higher in fat, i.e. more than 30 grams, should be offset with menus lower in fat, i.e. less than 20 grams.

# RESOURCE LIST FOR PROMOTION OF DIETARY GUIDELINES

## 1. Eat a Variety of Foods:

For general information on the different food groups and the food guide pyramid call:

- MN Dietetic Association 612-628-9250
- MN Dairy Council of the Upper Midwest 1-800-642-3895
- MN Dept. of Children, Families & Learning -  
Food and Nutrition Service 612/296-6986
- MN Dept. of Agriculture 612-296-6688
- MN Dept. of Health Promotion and Education 612-623-5000

For more specific information on the Meat group call:

- MN Beef Research and Promotion Council 612-854-6980
- Beef Industry Council 312-467-55 20
- MN Dry Edible Bean Research and Promotion Council 218-224-6351
- MN Soy Bean Research and Promotion Council 507-388-1635
- MN Turkey Research and Promotion Council 612-646-4553
- (includes Broiler and Egg Association of MN)
- Egg Nutrition Center 1-800-833-Eggs
- MN Pork Producers 507-345-8814
- National Pork Producers Council 515-223-2600
- Louisiana Seafood Promotion and Marketing Board 800-222-4017

For more specific information on the Dairy group call:

- MN Dairy Research and Promotion Council 612-488-02 61
- The National Yogurt Association 703-821-0770
- Wisconsin Milk Marketing Board 608-836-8820
- American Dairy Association 708-803-2000

For more specific information on the Grain, Fruit, Vegetable, and Fat groups, please refer to resource list for Dietary Food Guidelines #3 and #4 below.

## 2. Maintain or Improve your Weight--Balance Food Intake with Physical Activity

For information on promoting physical activity and maintaining weight call:

- MN Dietetic Association 612-628-9250
- MN Dairy Council of the Upper Midwest 1-800-642-3895
- MN Dept. of Children, Families & Learning -  
Food and Nutrition Service 612/296-6986
- MN Dept. of Health Promotion and Education 612-623-5000

- Nutrition and Physical Activity Unit/Fitness Fever 612-623-5199
- MN Dept. of Health Library 612-623-5091
- WIC (Active Kids Calendar) 612-623-5663

### 3. Choose a Diet with Plenty of Grains, Vegetables, and Fruits

For general information on promoting grains, vegetables, and fruits call:

- MN Dietetic Association 612-628-9250
- MN Dairy Council of the Upper Midwest 1-800-642-3895
- MN Dept. of Children Families & Learning - 612/296-6986
- Food and Nutrition Service
- MN Dept. of Agriculture 612-297-2015
- Minnesota Grown Program 612-297- 4648
- MN Dept. of Health Promotion and Education 612-623-5000
- American Cancer Society 1-800-582-5152
- American Heart Association 612-835-3300

For more specific information on Grains call:

- MN Barley Research and Promotion Council 218-253-4311
- MN Wheat Research and Promotion Council 218-253-4311
- National Pasta Association 703-841-0818
- USA Rice Council 713-270-6699
- Wheat Foods Council 303-694-5828

For more specific information on Fruits and Vegetables call:

- Area One Potato Research and Promotion Council 218-773-3039
- Area II Potato Research and Promotion Council 612-743-2837
- Bureau of High Risk Intervention 314-876-3210
- California Kiwi 916-929-5314
- Dole Foodservice Dept. 1-800-723-9868
- Florida Dept. of Citrus, Food Service Division 813-499-2500  
PO Box 148, Lakeland, FL 33808
- MN Corn Research and Promotion Council 612-447-Corn
- Food International 1-800-421-8871
- Washington Apple Commission 509-663-9600
- California Strawberry Commission 408-724-1301
- Canned Fruit Promotion Service 415-495-7714
- National Cherry Foundation 206-285-5522
- California Prune Board 415-392-0878

### 4. Choose a Diet Low in Fat, Saturated Fat, and Cholesterol

For information on promoting a lower fat diet call:

- MN Dietetic Association 612-628-9250
- MN Dairy Council of the Upper Midwest 1-800-642-3895
- MN Dept. of Children, Families & Learning; - 612/296-6986
- Food and Nutrition Service
- MN Dept. of Health Promotion and Education 612-623-5000
- American Cancer Society 1-800-582-5152
- American Heart Association 612-835-3300
- United Soybean Board 206-285-5522

## **5. Choose a Diet Moderate in Sugars**

For information on promoting lower sugar in the diet call:

- MN Dairy Council of the Upper Midwest 1-800-642-3895
- MN Dept. of Children, Families & Learning; - 612/296-6986
- Food and Nutrition Service
- MN Dept. of Health Promotion and Education 612-623-5000
- MN Dietetic Association 612-628- 9250
- MN Dental Association 612-646-7454
- Nutrasweet Center 1-800-321-7254
- American Diabetes Assoc., MN Affiliate 612-593-5333

## **6. Choose a Diet Moderate in Salt and Sodium**

For information on promoting lower salt in the diet call:

- MN Dairy Council of the Upper Midwest 1-800-642-3895
- MN Dept. of Children, Families & Learning; 612/296-6986
- Food and Nutrition Service
- MN Dept. of Health Promotion and Education 612-623-5000
- MN Dietetic Association 612-628-9250
- Sodium Information Center (Mrs. Dash) 1-800-622- 3274
- American Heart Association 612-835-3300

## Month-By-Month Promotional Ideas

<b>Jan.</b>	New Year's Day Martin Luther King Day Super Bowl National Pizza Week <i>MN Products Day</i>	<b>May</b>	Memorial Day Mother's Day May Day Kentucky Derby Indianapolis 500	<b>Oct.</b>	Columbus Day Halloween Boss' Day National Pasta Month National Pizza Month <i>National School Lunch Week</i>
<b>Feb.</b>	President's Day Washington's Birthday Lincoln's Birthday St. Valentine's Day Mardi Gras Ground Hog Day	<b>June</b>	Summer Picnics Father's Day Flag Day National Dairy Month Constitution Day Summer Fairs School's Out	<b>Nov.</b>	Veterans Day Thanksgiving Basketball Season Election Day
<b>Mar.</b>	Spring St. Patrick's Day <i>National Nutrition Mo. National Breakfast Week</i>	<b>Sept.</b>	Fall Labor Day Back to School Rosh Hashanah Grandparents Day National Chicken Month Football Season	<b>Dec.</b>	Winter Christmas New Year's Eve Hanukkah Advent
<b>Apr.</b>	April Fools' Day Baseball Season Passover Good Friday Easter				

## Promotional Planner For The Month Of \_\_\_\_\_

MON.	TUES.	WED.	THURS.	FRI.

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# Let's Get Going!

This bulletin board fits in well with April's National Fitness Week! It not only promotes exercise, but also give kids fun ideas on how to stay fit. The collage of healthy foods emphasizes the idea that we need to eat well to stay active.

- STEP 1: Place a light colored background on the bulletin board.
- STEP 2: Cut out a large silhouette a person running like the one above. Covering "Active Joe" with a collage of pretty food pictures will not only draw the kids attention to the board but also show them healthy foods to eat to stay fit!
- STEP 3: Cut out or draw the words; "Let's Go with Active Joe!" and put onto bulletin board.
- STEP 4: Write activity ideas on the bulletin board. Start with "what can you do to stay ACTIVE? Then list ideas below and any others you can think of. A pen hanging from a string would allow the kids to add their own ideas too!

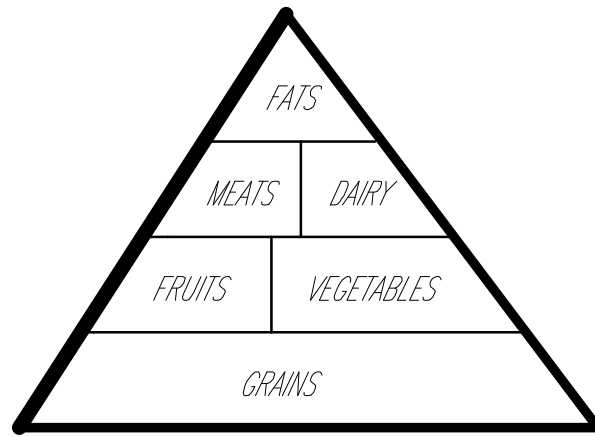
walk	play basketball	play kick the can
jump rope	garden	swim
walk the dog	play duck, duck, goose	ski

## Other Resources available for posters and information on physical activity:

- ◆ Nutrition and Physical Activity Unit  
(612) 623-5199 Fax (612) 623-5775
- ◆ Minnesota Dairy Council of the Upper Midwest  
St. Paul 1-800-642-3895
- ◆ Minnesota Department of Health Library

(612) 623-5091 - has copies of materials for loan





## Food Guide Pyramid Collage

This is an easy bulletin board perfect for the beginning of school. It introduces the food groups in a way that kids have not seen it before-in a wonderfully creative and colorful collage of all of their favorite foods.

*\*Note:* Working together with kids and assigning them to different food groups would help them learn the pyramid even better!

- STEP 1: Cut out many pictures of all of the different food groups and sort them into piles accordingly.
- STEP 2: Cut a large triangle to fit the size of the bulletin board. You might have to tape a couple of pieces of bulletin board together to get the right size.
- STEP 3: Follow an example of the Food Guide Pyramid and draw the dividing lines of the different groups on the triangle.
- STEP 4: Paste the pictures into their respective groups.
- STEP 5: Paste the Food Guide Pyramid Collage onto the bulletin board.
- STEP 6: (Optional) Cut out each food group from the triangle, making a big puzzle for the kids to put back together.

?? ?? ?? ?? ?? ?? ?? ?? ??

What is YOUR Nutrition IQ?

?? ?? ?? ?? ?? ?? ?? ?? ??

“What have we learned this year?” is the theme of this end-of-the-year bulletin board perfect for the month of May. This nutrition quiz will help kids review what they have learned from all the different bulletin boards made throughout the year. And remember, not all of the questions have exact answers. Allow the kids to be creative and encourage learning.

STEP 1: Put up a fun and bright colored paper to cover bulletin board.

STEP 2: Cut out lots of pictures of fruits, vegetables, breads, grains, meats, etc. and put them around the edges of the bulletin board.

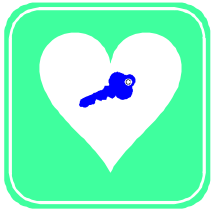
STEP 3: Write on the top of the bulletin board, “What is YOUR Nutrition IQ” or “What have you learned this Year?”, or simply, “FUN NUTRITION QUIZ!!!”

STEP 4: List 10 or so nutrition questions. Use the ones below and add some of your own if you want!

1. What foods are low in salt? (fruits, vegetables, grains, pastas...)
2. What foods are low in fat? (same as above)
3. What can you do to stay active? (any exercise acceptable)
4. What are the 5 food groups? (grains, fruits & vegetables, meats, dairy, and fats)
5. What foods are low in sugar? (fruits, vegetables, graham cracker...)
6. What is your favorite green vegetable?
7. What is your favorite fruit?
8. What is a “healthy” snack? (fruit, graham crackers, veggie sticks...)
9. How many fruits and veggie should you eat a day? (5 total)
10. Name 3 foods in the “Grain” group. (bread, pasta, cereal, crackers)

\*Extra Credit: What does “5-a-day” mean? (5 fruits and veggies/day)

STEP 5: Post the answers in the cafeteria or have the answers given out when they go through the line to pick up their lunch. Small treats like stickers and POGS work well as incentives for kids to fill out the quiz.



*Who has the Key to your Heart?*  
**YOU DO!**

This bulletin board is perfect for the month of February because it helps children understand the relationship between the amount of fat in their diet and that each of their food choices effects their own hearts.

A display case would be best for this project because it is most effective to use real teaspoons of fat to show the amount of fat in each item but the use of paper model teaspoons works well if you just have a bulletin board. Children have been amazed to see that they are really eating 4-5 teaspoons of butter or Crisco oil when they eat a burger!

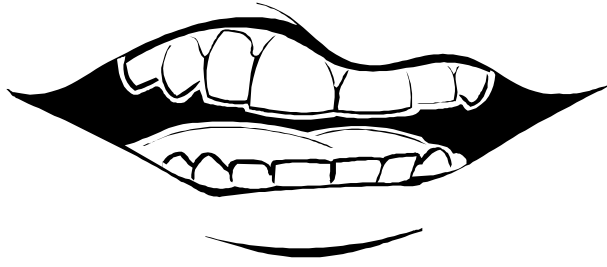
\*Important notice: Similar to the Haunted Mouth bulletin board, this project may need the extra help of some of the students.

Part A: Bulletin board set-up

- STEP 1: Place a light pink background on the bulletin board.
- STEP 2: Measure out another piece(s) of dark pink or red paper that fits the size of the board.
- STEP 3: On the dark pink or red paper write “Who has the Key to Your Heart”.
- STEP 4: Below the title, cut out a large heart (almost the size of the board itself). As with the open mouth this will be your only window into the bulletin board.
- STEP 5: Staple the dark pink paper onto the bulletin board so you can see the light pink background showing through the heart.
- STEP 6: Cut out a large key like the one above and write “YOU DO! which is the answer to the title question.
- STEP 7: Staple the key to the bulletin board as if it were going into the heart,
- STEP 8: Within the heart, on the light pink background, write “How can YOU eat low-fat?”

## Part B: Preparing food models and teaspoons for inside of heart.

- STEP 1: Collect food model pictures that are high in fat and low in fat. For example, choose a hamburger vs. a turkey sandwich, French fries vs. baked potato, potato chips vs. pretzels!.
- STEP 2: Determine fat content of each food by looking at the nutrition food label on the back of the food model or empty food package if you are using one of those.
- For every 5g of fat under the “Total Fat” column, allot 1 (one) paper model of a teaspoon. Example, if a hamburger has 25 grams of fat, then you will use 5 paper teaspoons to represent the amount of fat.
  - If you do have access to a display case and want to use real fat, use spoonfuls of Crisco to represent the amount of fat in each item.
- STEP 3: Staple the food models to the bulletin board and staple the paper model teaspoons underneath each item. A ledge can be used to put the teaspoons on if teaspoons of real Crisco are being used a display case.



# The Haunted Mouth!

This is a really fun and cute bulletin board that you might want to use for October to fit in with Halloween. It shows how much sugar is in things like candy and soda that are so popular around this time of year. The bulletin board not only promotes the Dietary Guideline that recommends lower sugar in the diet but it also promotes less tooth decay.

\*Important notice: The bulletin board is a little more involved and takes more time to do than the other ones. You might want to consider asking if the art classes would like to get involved in the project.

## **Part A: Bulletin board set-up**

- STEP 1: Put a light pink background on the bulletin board. This will end up being the inside of the mouth.
- STEP 2: Measure out a black piece or pieces of paper taped together that fit the full size of the bulletin board.
- STEP 3: On the top of this black paper write in scary letters "The Haunted Mouth" like the one above in the picture. Using yellow, orange, and red cray-pas or cutting the letters out of construction paper works best.
- STEP 4: Using a large red piece of paper, cut out a pair of lips or an open mouth like the one above. Hint #1: Folding the paper in half and cutting out the lips like you would a valentine heart would give you symmetrical lips. Hint #2: Make sure the mouth is "open" enough because this will be your only "window" into the bulletin board.
- STEP 5: Cut out teeth to fit under the upper lip and color them with brown, yellow and black crayons or cray-pas to look like they are decayed. Attach to upper lip.
- STEP 6: Paste mouth to the black paper using rubber cement to avoid wrinkling.
- STEP 7: Cut out remaining black paper now inside the mouth.
- STEP 8: Paste or staple black paper with mouth onto the pink background.

## **B. Preparing food models and sugar cubes for inside the mouth:**

- STEP 1: Choose foods you want to use to represent high sugar items. Different kinds of candy, candy bars, and non-diet sodas work well. Avoid comparing them “healthy” foods like apples are also high in “sugar” but it is a different kind of sugar and the comparison does not work. Hint: Use food models ordered from the Dairy Council or use empty candy wrappers and soda cans.
- STEP 2: Determine the amount of sugar per food item by looking at the nutrition label under total Carbohydrate--most candies and sodas don’t have anything besides simple sugars in them anyway.
- STEP 3: Determine amount of model paper sugar “cubes” (really cut out paper squares to symbolize sugar cubes) by dividing the total grams of sugar by four. There are four grams of sugar in each sugar cube.
- STEP 4: Paste or staple food models or empty wrappers onto the board inside the mouth and paste/staple the paper sugar cube models below each one accordingly. For example: If one serving of a particular candy has 24 grams of sugar, past six paper sugar cubes underneath it.

## **Part C: Offering low sugar suggestions:**

- STEP 1: Cut out a large pink tongue that can be pasted to inside of the mouth as if it were coming out of the mouth over the lower lip.
- STEP 2: On the pink tongue write “the sugars found in candy bars and sodas are not good for your body or for your teeth and gums. Try these snack ideas that give you lots of energy and make your teeth healthy!”

Fruits and Vegetables  
Graham Crackers  
Sugar Free Kool-aid  
Bagels, etc.

- STEP 3: Paste tongue onto the inside of the lower mouth so it covers the lower lip.



# 1 POTATO

## 2 POTATO



This bulletin board is great for promoting the Dietary Guideline of eating more carbohydrates that are high in energy and low in fat. It also gives the kids great ideas for making a baked potato come to life!

- STEP 1: Place a light background on the bulletin board.
- STEP 2: Write on top of the bulletin board in big block letters; “ 1 Potato 2 Potato ”
- STEP 3: Glue or staple brown construction paper potatoes onto the background. Pictures from magazines of baked potatoes would also work well. Follow design above if you want.
- STEP 4: Below the title write; “Great Baked Potato Ideas:” and then list ideas:

Original Potato:	add low fat sour cream
Mexican Potato:	add salsa
Snowy Potato:	adding cottage cheese
Cheesy Potato:	add a sprinkle of Parmesan cheese and broccoli
Cowboy Potato:	add steamed veggies and Ranch dressing
Pizza Potato:	add spaghetti sauce and top with Parmesan cheese
Sweet Potato:	add brown sugar to an orange type of potato that
is	called a Yam. Yams are Yummy!

### Other Resources for posters and information on potatoes or other grains:

- Area One Potato Research and Promotion Council  
(218) 773-3039
- Area II Potato Research and Promotion Council  
(612) 743-2837
- Minnesota Barley Research and Promotion Council  
(218) 253-4311
- Minnesota Dairy Council of the Upper Midwest  
St. Paul 1-800-642-3895



## Time to eat the Harvest!

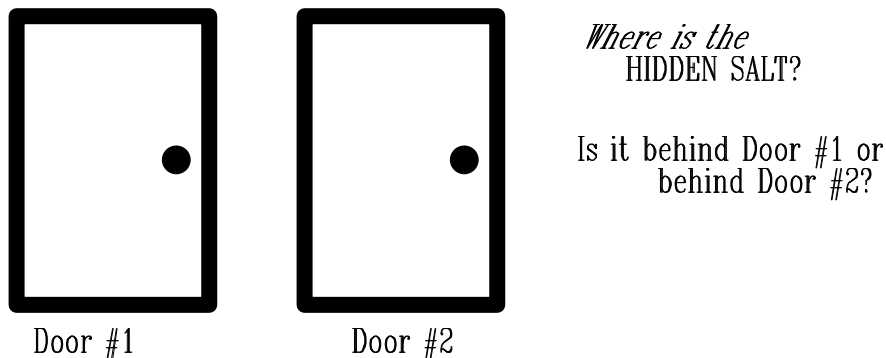
This bulletin board is perfect for either September or November when all the crops are brought in from the harvests. Fresh apples, grapes, and a variety of vegetable are readily available in the markets. The colorful cornucopia of fruits and vegetables will catch the kids attention and the list of fruit and vegetable ideas will make it easier for them to incorporate the 5-A-Day into their own lives!

- STEP 1: Place a light background onto the bulletin board.
- STEP 2: Follow the diagram shown above and write on one side of the board, “Time to eat the Harvest!”
- STEP 3: Cut out a cornucopia basket from brown construction paper or draw one onto the light background.
- STEP 4: Cut out colorful shapes of fruits and vegetables. For example, cut out apple shapes from red, yellow, and green paper. Cut out shapes of bananas, grapes, carrot bunches, and broccoli too.
- STEP 5: Place fruits and vegetable cut-outs onto board as if they were coming out of the basket.
- STEP 6: Below the cornucopia of fruits and vegetables write: “How do you get your 5-A-Day? This is a great time of year for eating all of your fruits and vegetables every day! Try some of these delicious ideas!”
- \* Have a banana with your hot or cold cereal
  - \* Enjoy a juicy orange for a morning snack
  - \* Steaming hot broccoli and carrots taste great with any lunch
  - \* Celery with peanut butter and raisins add a *crunch* to any afternoon!
  - \* Soups with lots of veggies is a great way to have your veggies and eat them too!

### Other Resources for posters and information on fruits and vegetables:

- Minnesota Department of Health, Center of Promotion of Education  
(612) 623-5000; call for “5-A-Day Materials Resource List” which is a sixteen page packet full of education materials and resources.
- Minnesota Dairy Council of the Upper Midwest - St. Paul 1-800-642-3895





This is a Hands-on bulletin board that allows the kids to discover themselves which foods are high in salt and which foods are low in salt. Kids love to test their knowledge and learn from opening new “doors”!

The bulletin board will look similar to the model you see above. Below the title, there will be pairs of foods; one low in salt, one high in salt. Magazine pictures of food or cardboard food models from the Dairy Council would work well here. Under each picture there will be a paper door covering a large X that will signify an item high in salt. The kids lift the doors to find the “Hidden Salts”!

STEP 1: Cover the bulletin board with light colored paper.

STEP 2: Copy title from above and write onto bulletin board.

STEP 3: Display pictures of food or food models of high salt and low salt items. Empty packaging of foods, flattened and glued or stapled to board help kids identify foods from the grocery store.

High salt items: potato chips, ham, bacon, pickles, soup, cheese, butter, peanut butter, processed foods...

Low salt items: fruit, vegetable, spinach, carrots, potatoes...

STEP 4: Below each item, mark an X under the high salt foods.

STEP 5: Cover each X and blank space with a paper “door” as a flap for them to open.

#### **Other resources for posters and information on salt:**

- Minnesota Dairy Council of the Upper Midwest  
St. Paul 1-800-642-3895
- American Heart Association  
Minnesota Affiliate  
(612) 835-3300

*On Your Mark,  
Get Set,  
Serve!*



*How to make your serving area more pleasant*

The most hectic part of our day is quite possible the few minutes before the doors open and a serving period begins. As we transport pans of food from the oven to the steam table, test the temperatures one last time, and open the milk coolers, the last thing on our minds is how we and the serving area look to our customers.

Consider for a moment what you see, think, and feel as you patronize your favorite commercial restaurant. When the door to the kitchen swings open and you catch a glimpse of a cluttered counter or an unclean floor, does it lessen your enthusiasm for your favorite dish? What about when the server's hands, nails, hair, or uniform are less than sparkling clean? Does this make you wish that you had gone to the self-serve restaurant down the street?

Although we in school food service perform our duties in a most professional manner, it is at serving time that we are most likely to drop the ball. Why? Few operations feed so many, so well, in such a short period of time.

Customers eat with their eyes and expect their food to be prepared with care in a sanitary environment. With the cooperation of all and good use of a few minutes right before the bell rings, we can upgrade our image with very little effort. Evaluate your operation and determine if you are doing all you can to make your serving area pleasant.

1. Clean the kitchen as you do during morning preparation. Wash and sanitize work areas, wipe off refrigerator doors and clear away (wash and replace if possible) soiled cooking utensils before the first meal period. While batch cooking to replenish foods used during meal service, keep a small bucket of sanitizing solution with a clean wiping cloth on the bottom shelf of the work table and use it frequently to keep the preparation area looking clean.
2. Take a few minutes right before serving time to freshen your appearance. Servers should check face, hair, hands, nails, and apron to be ready to present themselves on the serving line.

3. Keep a clean damp wiping cloth on the serving table to wipe away drips on the rims of plates and trays; keep on in the preparation area to clean the rims of pans before transporting them to the serving area. Never place a wiping cloth over your shoulder!
4. Keep a clean pair of pot holders under the serving counter for use in changing steam table pans. When transferring pans mid-service the server and runner should work together, the server removing the empty pan and the runner replacing it with a full pan. The runner should then take the empty pan from the server and return it to the kitchen for reuse if possible or for washing.
5. Wipe away spills from the serving counters as they occur and between serving counters as they occur and between serving periods. Clean serving utensils as often as needed, particularly when serving items such as casseroles and sauces.
6. Use the proper sized pan and place them into the steam tables wells. Balancing pans on other pans does not promote a professional image, nor does it ensure that hot foods are maintained at the proper temperature.
7. If possible, keep all pans moderately full. No one wants the last serving of food scraped out of the pan. When refilling the steam table, gently place the remaining food in the corner of the new pan and make it one of the first servings once service resumes.
8. Never nibble food behind the serving line.
9. Stand on the customer side of the serving line before the doors open to spot any last minute improvements. This side of the line offers a totally different perspective.

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*From AUGUST 1995 Texas Child Nutrition News*

## **SAMPLE LETTER TO PARENTS**

Dear Parent:

From:

The\_\_\_\_\_ School Food Service Department is participating in a new menu planning system this year. We will be planning menus that feature healthy food choices that meet the nutrient requirements of your growing child. Our menus will be featuring additional fruits, vegetables, and grain products. We will offer lower fat entrees, sandwiches, and milk . These changes were made in order to meet the requirements of the Recommended Dietary Allowances and the 1995 Dietary Guidelines for Americans.

Our goal is to work with you and your child's teachers in supporting nutrition education through the lunch room in addition to the class room. We will be working with Student Committees in promoting nutrition education projects, taste testing, and making recommendations for the school menu.

We welcome parent involvement in the planning, merchandising and service of school meals, as well as nutrition education. If you would like to be involved in your school's nutrition program, contact your school food service director or the school principal in your school system.

Questions? Please call\_\_\_\_\_ at\_\_\_\_\_

## **SAMPLE LETTER TO FOOD VENDORS FOR OBTAINING NUTRITION INFORMATION**

To: \_\_\_\_\_

From: Your Name Here

Subject: Nutrition information on \_\_\_\_\_

USDA has set nutrient standards for all school breakfast and lunch meals. Our school is required to comply with these nutrient standards for all menu planning systems we use. To evaluate our menus we need to collect product nutrition information. Will you complete the attached product information sheet and enter the nutrient values for this product? (Attach copy of Appendix C: Data Submission Form) Lesson 8-d from Healthy School Meals Training Manual or use sample reference on the following page. Please return information to the school food service department.

Thank you for your assistance.

## VENDOR PRODUCT INFORMATION FORM

Data submitted for this product are on (check one):

“As Served” Basis: \_\_\_\_\_ “As Purchased” basis: \_\_\_\_\_

Brand: \_\_\_\_\_

Product Name: \_\_\_\_\_

Product Code: \_\_\_\_\_

CN Label Number: \_\_\_\_\_

Package Size: \_\_\_\_\_ lbs. \_\_\_\_\_ fluid oz. \_\_\_\_\_ grams

Standard Serving: \_\_\_\_\_

# of Servings per Package: \_\_\_\_\_

Weight per Serving: \_\_\_\_\_

Analysis Based on: \_\_\_\_\_ (100 grams or servings)

*A value must be entered for each nutrient. If the food item does not contain a specific nutrient, enter zero (0).*

Nutrients	Measurement	Fill in Nutrient	Unit Weight
Calories	xxx	_____	kcal
Protein	xx.xxx	_____	grams
Total fat	xx.xxx	_____	grams
Saturated fat	x.xxx	_____	grams
Carbohydrates	xx.xxx	_____	grams
Total dietary fiber	xx.xx	_____	grams
Cholesterol	xx.xx	_____	milligrams
Calcium	xx.x	_____	milligrams
Iron	xx.xxx	_____	milligrams
Sodium	xx.x	_____	milligrams
Vitamin C	x.xx	_____	milligrams
Vitamin A	x.x	_____	IU
Fat change (+/-)*	xxxx	_____	% N/A

Moisture change (=/-)\*

xxxx

\_\_\_\_\_ % N/A

**\*If available**